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| <b>Topics in this cycle:</b> Families   | <b>Taught:</b> Spring 2 | <b>Year Group:</b> 7  |
| <b>Key knowledge/concepts to be learnt ('Tell me about...')</b>   |                         | <b>Websites/blogs/YouTube links and further reading to deepen and consolidate learning</b>  |
| <ul style="list-style-type: none"> <li data-bbox="136 395 1283 558"> <p>• <b>What are the different perspectives of a family?</b></p> <p>Consider different views of what a family is.<br/>Identify the different types of families and be able to name them.<br/>Consider the roles people play within families.</p> </li> <li data-bbox="136 630 1283 861"> <p>• <b>What are the changing patterns of families in society?</b></p> <p>Identify the different types of family and the roles of family members.</p> <p>Identify the changes that occur in family roles over time.<br/>Explore why roles have changed and why we need to learn about different types of families.</p> </li> <li data-bbox="136 973 1283 1268"> <p>• <b>How do different religious beliefs impact the family?</b></p> <p>Demonstrate an understanding of Islamic beliefs about the family, marriage and divorce through interpreting quotes.<br/>Demonstrate deep knowledge about Islamic beliefs on family, marriage and divorce through your writing and compare and contrast these confidently.<br/>Form a developed understanding of Islamic attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.</p> </li> <li data-bbox="136 1300 1283 1366"> <p>• <b>I know what my personal identity is.</b></p> <p>Describe reasons why people have migrated to Britain in the last thousand years.</p> </li> </ul> |                         | <p>What are the different family types?<br/><a href="#">WHAT ARE THE FAMILY TYPES? - YouTube</a></p> <p>How can I get along with my family?<br/><a href="#">My family - BBC Bitesize</a></p> <p>What are the religious family views?<br/><a href="#">Family life - Personal and family issues: Different types of family - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</a></p> |

# Home-School Learning Collaboration – PSHE

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| <p>Explain which of the groups you believe have had the biggest impact on modern British culture.</p> <p>Analyse why some people are anti-immigration.</p> <ul style="list-style-type: none"> <li>• <b>I know how to effectively manage conflict at home.</b></li> </ul> <p>Identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict.<br/>Describe solutions (or starting points to help) for a variety of domestic conflict case studies.</p> <p>Explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences.</p> |  |
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| Key Vocabulary and Definitions To Be Learnt        |   | What Will The Assessment Look Like?  |
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| Family<br><b>Fam-uh-lee</b>                        | a group of one or more parents and their children living together as a unit.  | <p><b>End of Unit test:</b> 15 minutes</p> <ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Multiple choice</li> </ul> |
| Nuclear family<br><b>Noo-klee-er</b>               | a group of people who are united by ties of partnership and parenthood and consisting of a pair of adults and their socially recognised children.   |  |
| Marriage<br><b>Mar-ij</b>                          | Marriage, also called matrimony or wedlock, is a culturally and often legally recognised union between people called spouses.   |  |
| Civil Partnership<br><b>Siv-uhl pahrt-ner-ship</b> | a legally recognised union with rights similar to those of marriage, created originally for <u>same-sex</u> couples in <u>jurisdictions</u> where they were not legally allowed to marry. |  |
| Haram<br><b>Huh-rom</b>                            | Haram is an Arabic term meaning 'Forbidden'.  |  |
| Fornication<br><b>Fawr-ni-key-shuhn</b>            | sexual intercourse between people not married to each other.  |  |
| Silatur rahm                                       | the strengthening of relationships between relatives or family that is based on affection.  | <b>Family Learning Opportunities</b>   |

# Home-School Learning Collaboration – PSHE



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| <p>Personal Identity<br/><b>Pur-suh-nl-ee</b><br/><b>ahy-den-ti-tee</b></p> | <p>a person's self-image—to one's beliefs about the sort of person one is and how one differs from others.</p>  | <p>Look into your own heritage and create your own family tree identifying relatives.</p> |
| <p>Domestic Conflict<br/><b>Duh-mes-tik</b><br/><b>kuhn-flikt</b></p>       | <p>Domestic violence often occurs when the abuser believes that they are entitled to it, or that it is acceptable, justified, or unlikely to be reported.</p> |   |